

Implementation Plan

1 - Cover memo

Department of	<u>Psychology</u>	Year of program re- view	<u>2024</u>
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To: Deputy Provost and Vice-Provost, Student Life and Experience
From: Faculty Dean
Faculty of: Arts and Science
Date:

Please find enclosed the finalized Implementation Plan for the Department cited above as part of the academic program reviews process. This Plan was duly discussed with:

- ☒ The Department Chair
- ☒ The Dean of Graduate Studies (if applicable)

As mentioned in the Concordia University Academic Program Review Manual, 6th edition, September 2024, the Faculty and Department will follow-up on this Plan in two years, when prompted by your office.

Sincerely,

Faculty Dean's name Pascale Sicotte

Faculty Dean's signature *Pascale Sicotte*

PROGRAM REVIEW DOSSIER

DEPARTMENT OF PSYCHOLOGY

The review was initiated in 2024.

The dossier contains the following:

Document	Finalized on:
1. Department Program Review Committee (DPRC) Reports	August 2025
2. Report from External Evaluators	November 18, 2025
a. Response to EE Report	December 15, 2025
3. University Program Review Committee (UPRC) Report	April 27, 2026
a. Response to UPRC Report	May 29, 2026
4. Summary chart	June 4, 2026
5. Dean's Implementation Plan	September 15, 2026
6. Progress Report	To be initiated Fall 2028

Note:

The External Evaluators' visit was held from October 22 to 24, 2025.

Implementation Plan

2 - Summary

The mission of the Department of Psychology is to advance knowledge of psychological mechanisms and interventions through the scientific method and to use this knowledge to train students to serve the community through practice and research. Faculty members have expertise in the areas of behavioral neuroscience, clinical and health research, cognitive science, and human development and developmental processes. At the undergraduate level, the Department offers a BA and BSc in Psychology with Honours and Specialization options as well as a BSc in Neuroscience with Honors and Specialization options. At the graduate level, there are a MA and PhD in Psychology. The Department of Psychology participates in the Kaié:ri Nikawerá:ke Indigenous Bridging Program which provides alternative entry to eligible Indigenous students with non-traditional academic backgrounds to transition to the Psychology program of their choice. As of January 1, 2025, the Department has 39 tenured or tenure-track faculty and 5 Teaching Professors (Senior Lecturers), numbers which have since declined. The Department staff consists of 1 technical staff member and 7 administrative staff (Department Administrator, Assistant to the Chair, Undergraduate Program Assistant, Undergraduate Student Advisor, Graduate Student Assistant, APC Assistant, and Service Assistant). Faculty members are associated with the Centre for Research in Human Development (CRDH), the Centre for Studies in Behavioural Neurobiology (CSBN), the Centre for Clinical Research in Health (CCRH), and the School of Health. In the period under evaluation, the Department offered 63 courses to approximately 1638 undergraduate and 148 graduate students per year. Average class sizes are 102 at the 200-level, 56 at the 300-level, 38 at the 400-level, 6 at the 600-level and 3 to 6 at the 700- and 800-level. Approximately 33% of Psychology courses are taught by part-time faculty members (average of 21 a year); more than 50% of undergraduate classes are taught by part-time faculty members. The clinical psychology program is accredited with the Ordre des psychologues du Québec (OPQ) and the Canadian Psychological Association.

Department strengths were noted by the external evaluators and the University Program Review Committee as research excellence and the incorporation of research in teaching. Opportunities for the development of smaller numbers of large sections of introductory courses could increase consistency in the students' experience, improve flow through program (reduced failure rates), and reduce pressure for teaching on full-time faculty members using hybrid, flipped teaching options. Exceptional facilities include the Applied Psychology Centre, the Department's in-house training clinic.

The Faculty of Arts and Science has reviewed the Department Program Review Committee, External Evaluator, and University Program Review Committee reports and provides the following recommendations for implementation. Joint solutions to shared issues among Science units are encouraged wherever possible. A recommendation to standardize lab credits and hours which emerged from the Program Reviews in Physics and Chemistry should be examined across all Science units where feasible as a strategy to improve student experience and success in introductory lab courses.

Implementation Plan

3 - Recommendations

The Faculty Dean is invited to include a numbered list of recommendations for improvement, as well as a rationale and implementation schedule (an Excel spreadsheet is also available by request to the Program Review Lead).

Recommendations	Prioritized timeline for completion	Responsibility	Dean's comments and resource implications
1. Examine innovative solutions to increase lab capacity including active learning spaces and staffing for lab personnel.	Short- to mid-term (1-3 years)	Department, FAS	Careful analysis of the use of resources will be reviewed by the Dean to see if redistribution is possible for additional lab support.
Rationale: UPRC-1, DPRC-11.7, EE-3, EE-4, EE-5, EE-6, DPRC 8.3. Collaboration with other units on common challenges (e.g. experiential learning opportunities (AHSC), increasing lab supports (HKAP, BIOL), expanding research methods training (MATH)) may be a useful avenue.			
2. Improve communication between research faculty, clinical supervisors, and students in order to ensure students can meet expectations, avoid conflicting demands, and progress in programs.	Short- to mid-term (1-3 years)	Department, FAS, SGS	
Rationale: EE-14, EE-18, DPRC-4.1, DPRC-4.2, 9.2, 9.5, 9.7, 9.10, 10.4, 7.17, 7.20, 10.8. Reinstating supervisor-student contracts and reinforcing the importance of the SGS Student and Supervisor Framework will help as will the development of explicit grading policies at the undergraduate and graduate levels.			

3. Develop experiential learning opportunities offered within programs, including evaluating the potential for offering Co-op, as well as course-based experiential opportunities and research-integrated laboratory courses.	Mid-term (2-4 years)	Department, Co-op Institute	FAS notes the UPRC recommendation to examine possible models including from AHSC.
Rationale: UPRC-2, UPRC-3, EE-7, EE-9, DPRC-7.3, 7.8, 8.2, 8.3, 8.6, 8.7. Directed lab courses that give students academic credit for participating in research would address challenges in staffing courses, increase demand for and access to experiential learning, support graduate recruitment, increase student satisfaction, and provide professional development for a variety of potential future career paths (academia, government, industry, community health).			
4. Promote development of diverse professional paths for students including programming for career readiness and transitioning to the workforce drawing on alumni and community relationships.	Short-term (1-3 years)	Department, CAPS, Student Success Centre, GradProSkills, Advancement	Collaborative programming with AHSC to develop training and internships for students to work with the CIUSS is strongly encouraged.
Rationale: UPRC-4, EE-11, EE-12, DPRC 8.1, 8.5, DPRC-8.4. Professional development activities can address recommendations that the Department increase information about alternative career pathways. Alumni could provide an excellent resource for guest speakers (expanding PsychHacks and named lecture series) as well as placement opportunities at the undergraduate as well as graduate level.			Endowed named colloquia series provide an interesting model for student engagement, professional development, and non-classroom training for other Departments.
5. Develop mechanisms for continued curriculum review and development of programs in line with clearly agreed on learning objectives and necessary competencies including consideration of methods of assessment, range of offerings, and means to help students accomplish their program milestones in a timely fashion.	Short- to long-term (1-5 years)	Department, FAS, CTL, SGS	Dean notes that some of this activity, including the introduction of a PhD thesis proposal requirement and approval of direct entry into the PhD, has already started.

Rationale: UPRC-5, UPRC-7, EE-8, EE-15, EE-16, DPRC 7.1, DPRC-7.2, DPRC-7.3, DPRC-7.5, DPRC-7.7, DPRC-7.8, DPRC-7.9, DPRC-7.10, DPRC-7.11, DPRC-7.12, DPRC-7.15, DPRC-7.18, DPRC-10.5. Given current economic restrictions streamlining programs and combining cohorts where possible is encouraged to provide the necessary diversity of courses for undergraduate and graduate programs. EEs and UPRC recommend the introduction of the thesis proposal for all PhD students to help improve time to completion. EE and UPRC also recommend diversifying instructional and assessment methods.			
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